



BETHLEHEM
COLLEGE

EXCELLENCE
through CHRIST

BETHLEHEM COLLEGE 2019 CHARTER AND ANNUAL GOALS SCHOOL ID #77

INTRODUCTION

This Charter sets out the aims and objectives of Bethlehem College and is to be considered in conjunction with the College's Integration Agreement and all documents pertaining to that agreement.

MISSION AND VISION STATEMENTS

Mission

To provide a biblically-based, Christ-centred education, equipping students for effective service and leadership.

Vision

To be a Christian learning community of excellence where lives are transformed.

DESCRIPTION OF THE SCHOOL

Bethlehem College was founded to provide biblically-based, Christ-centred education for families and their children. Such education affirms the mainstream, evangelical Christian Faith that is based on revealed truth, beliefs and practice.

The College began 31 years ago as a vision in the hearts and minds of a group of local Christian men and women. After a public meeting in November 1985 to discuss the possibility of establishing a school, the Christian Education Trust (CET) was formed, and 46 hectares of rural land with beautiful, mature, English and native trees, was purchased. The first classroom block for Bethlehem College was built in March 1988 in a three-day 'quick build', which saw 400 volunteers co-operate, against the wind and rain of Cyclone Bola. The College began operating on 18 July 1988 with 110 students. The property had plenty of potential for future development.

Since the building of that first, four-room block, the College has grown three schools across two campuses and provides modern, well-resourced general and specialist classrooms to meet the requirements of today's students. Over 1,000 students now enjoy these facilities daily.

The CET initiated the development of Bethlehem College and, since the College's integration in 1999, it continues to support the Board of Trustees, providing expertise, resources and financial assistance. Four members to the College's Board are Proprietor appointees.

The first building at the Tauranga campus entrance is an historic chapel, which provides a visual statement of the school's Christian intent. It is a 130-year-old building, formerly St Mary's Church of Cameron Road, Tauranga.

The College provides a biblically-based education for students from Year 1 to Year 13. It forms part of a larger educational network of the Christian Education Trust that provides education from "the cradle to eternity" - preschool to adult education. The College shares a common vision with the Preschool and the Tertiary Institute in providing a seamless education system under a common theological perspective.

The College also receives quality support from the CET's service entities of finance and property, contracting to them for those services.

SPECIAL CHARACTER AND CURRICULUM

While Bethlehem College is committed to delivering the New Zealand Curriculum, it does so by reinterpreting it in light of the College's Special Character i.e. a commitment to education on the basis of a biblically-informed view of the world.

The Bethlehem College Curriculum is set out in the diagram found in **Appendix 2**:

The curriculum of the College aims to cover not just the traditional academic pursuits but also to directly include sport, performing arts, the Bible, service and leadership training. There are no 'extra-curricular' activities at Bethlehem College. Everything we do is part of our instructional curriculum aimed at training up our students to take their place in the world with a commitment to love God and love others using the gifts and abilities God has placed in them.

The goal of the implementation of this curriculum is graduates who exhibit the characteristics set out in Student Profiles. **Appendix 3** presents the BC Primary Learner Profile. Similar profiles for BC Junior Secondary, BC Senior Secondary and BC Chapman are under development.

The Christian Education Trust Statement of Belief forms the theological basis for all we are and do. See the Statement of Belief in **Appendix 4**. Through this biblical worldview the school encourages each student to recognise that:

1. God is the author of all creation.
2. All creation is subordinate to the will of God as expressed in the scriptures.
3. All truth finds its meaning and reality in God.
4. God gives purpose and hope to individuals, as well as redemption by virtue of the finished work of Jesus Christ.
5. It is the redemptive work of Jesus Christ communicated by the Holy Spirit operating in the human individual that gives substance to intellectual, physical, spiritual, ethical, emotional and social development of the student and the student's appreciation of the beauty of God's creation.

Students are encouraged to evaluate critically all experience and viewpoints in the light of such a biblical worldview.

The College presents the biblical worldview by encouraging students to a personal Christian way of life, based on biblical answers to contemporary challenges; and teaches and models biblical truth and attitudes such as integrity, love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control.

The College is a caring, learning community with an environment that is openly Christian. All fields of study and endeavour are permeated with a biblical perspective. Although the Christian worldview is paramount, its students also learn to understand and respect those of differing faiths and creeds as well as those of different abilities, cultures, and backgrounds.

The Christian Education Trust Statement of Special Character (see **Appendix 5**) sets out in more detail how the Statement of Belief affects all its operations, and the College in particular.

TIKANGA MAORI AND TE REO MAORI

The College provides for learning opportunities for tikanga Maori and te reo Maori as part of its Curriculum.

Students in Years 1 – 10 receive annual instruction in tikanga and te reo and for students in Years 11 – 13, instruction in te reo is provided through a combined Y11-13 class because of small numbers. A course in te reo is compulsory at Years 7 & 8 and an option at Years 9 & 10. Small numbers take Maori language once it becomes an option. The BOT employs a teacher to take classes even when they fall below the minimum class size threshold. This is our commitment to encourage te reo. The College and our Kahui Ako has a strategic initiative in place for staff to help them become more culturally responsive in their practice. **See Annual Plan.**

There has been significant progress in raising the profile and capacity of our kapa haka group over the past year. Opportunities are given annually for students to engage in kapa haka and powhiri. Last year the whole College learned a school haka. This haka was performed powerful

by students as a farewell to our Y13 cohort. It has now become part of The Way – our way of doing things at Bethlehem College.

The College has a special affinity with the Ngati Kahu (an iwi of Ngati Ranginui) – tangata whenua of this area. Scholarships are available for students affiliated to Ngati Kahu and the marae hosts all Year 9 students annually for a noho Marae. Primary cohorts visit the Marae every second year to study a cultural theme. In 2017, the College opened a Whare Manaaki.

The CET operates a Cultural Committee to ensure that racial harmony is maintained across the campus and where dialogue and interaction can take place between the CET and its operational centres such as the College, and Ngati Kahu. Some scholarships are also offered to Maori students through this committee.

BETHLEHEM COLLEGE STRUCTURE AND IDEALS

The College is structured around two main concepts:

1. Fulfilment of the mission and vision statements.
2. The stages of development of the students.

The diagram in **Appendix 6** outlines the leadership structure which is focused on the main activities the College sees as priorities in achieving the mission statement.

Bethlehem College Tauranga has two schools across Year 1 – 13, BC Primary and BC Secondary. These operate in three broad areas: Years 1 – 6 (Primary), Years 7 – 9 (Junior Secondary) and Years 10 – 13 (Senior Secondary). Bethlehem College Chapman is situated in Rotorua and is a Y1-8 Primary School. Each school has a Head of School and the College has a Principal.

Permeating all levels, structures and curriculum are themes which support the intent of the mission and vision statements. See the diagram in **Appendix 2** for an explanation of how this fits together.

The themes are explained as follows:

Biblical Thinking:

1. All that happens at Bethlehem College will be permeated by a reference to biblical principles.
2. The development of a biblical Christian worldview will be a major goal of instruction and activity.
3. The Cultural Mandate¹ and the Great Commission² will be fulfilled by implementing biblical principles and instructions across the whole curriculum.
4. The Hebrew concept of ‘knowing’ is adopted which implies that something is not ‘known’ until it impacts a person’s life and actions.
5. Biblical Christian worldview will be more than a philosophical concept to be intellectually accepted, but will be reflected in a lifestyle lived in obedience to God’s Word and will affect all of life for the student.
6. Acceptance of the existence of free will, with all its attendant responsibilities, will help prevent indoctrination at Bethlehem College where the goal is education. This is worked out in such a way that students will be challenged and even provoked to consider a Godly lifestyle but ‘free’ to choose otherwise.

¹ Genesis 1:26

² Matthew 28:18-20

Christian Character Development:

1. At Bethlehem College we are intent on developing qualities of biblical Christian character.
2. By Christian character, we mean those attributes exhibited by Christ himself while on earth and those qualities held up by the Scriptures as being the qualities demonstrated by those who have committed themselves to God and are being transformed by faith in the work of the cross and the indwelling of the Spirit of God.³
3. It is recognised that a student may exhibit qualities of Christian character but not be transformed spiritually.
4. The real goal is transformation of the spirit such that character qualities arise from a new heart and are not externally imposed.
5. Each student will be challenged to consider how they may or may not conform to such characteristics. To this end they will be regularly presented with biblically-based teaching.
6. All College activities will have as a major goal, the development of Christian character in students and therefore be seen, not as an end in themselves, but a means to an end.
7. Throughout their school years students are developing and growing to maturity so it will not be assumed that a student will necessarily achieve a thorough transformation of character while at school – they are on a journey of which their school years are only a part.

Leadership:

1. This is not focused primarily on being 'at the top'.
2. It rather directs the student to being the one who sets the trend in a Christ-like direction.
3. It acknowledges that leadership itself is a gift⁴ but that leadership skills and the act of leading can be learnt and practised by all.
4. It assumes that the leader will lead in a Christ-like way and acknowledges that leadership in and of itself is not necessarily 'good'.
5. It is characterised by an attitude of service such that even the act of leading is offered as a service to others rather than as an act of self-fulfilment or self-seeking.
6. The curriculum will both equip for leadership through intellectual, physical, emotional and spiritual growth and also provide opportunities for leadership to be practised.
7. Leadership will be seen in both a personal sense and a corporate sense.
8. Each student needs to exercise leadership over themselves in their learning, their behaviour and their relationships with others.
9. They also need to exercise leadership for and with others through opportunities provided by the College.

Service to Others:

1. This is essentially service to and for others.
2. It stems from the biblical belief that we are first called to love God with our whole being and then to love our neighbour as ourselves.⁵
3. It is effective in so far as it benefits others first and is an act of worship to God, thus fulfilling our primary call as created beings.

³ Galatians 5:22-24

⁴ Romans 12:8, Ephesians 4:11-13, 1 Timothy 3:1-10

⁵ Matthew 22:37-39

4. It does not rule out the possibility of providing leadership in a situation through serving.
5. The curriculum will provide opportunities for service through a practical outworking of itself and through the general classroom culture in which curriculum is delivered.
6. Evidence of the development of Christian character will show itself through the extent to which students engage in service willingly and voluntarily.
7. The College will develop a service programme as a specific way that students can voluntarily serve others in life situations very different from their own.
8. One of the over-arching components of the higher order plan put in place by our Kahui Ako is 'Service learning'.

Excellence:

1. This is grounded, not in the sense of purely excelling beyond others, but rather of doing that which pleases God.
2. It is that which goes beyond the norm for any given person or situation and takes the doer to the limits of personal potential.
3. Biblical understandings of purity, holiness, perfection and right motive undergird this type of excellence.
4. This excellence is defined more by a person's desire and motive than by standards established by comparison with others.
5. This will never be excellence achieved at the expense of others but is based on a sense of maintaining the dignity of oneself and others.
6. That person is destined to excellence who does something as an act of worship in accord with a biblical understanding of what God requires of them.
7. The entire curriculum will have excellence as a baseline expectation.
8. Excellence is also seen as being relative to the stage of the student's development. What is excellent for a primary student will not necessarily still be excellent for a senior secondary student. Growing maturity brings with it growing responsibility and expectation.



The Way

LIVING EXCELLENCE THROUGH CHRIST

Dear Friends,

As a Christian College we require clarity around why we do what we do, in order to be authentic and determined in purpose. Therefore, we need to be strategic in our planning and also in evaluating progress against our statements of intent. Reflective questions and evaluation help us align our thinking and actions with higher order objectives.

The notion of nurturing young people to develop hearts that are turned towards God, heads that know and discern, hands that serve as a continual act of worship, and habits that keep them in God's will; this is aspirational, inspirational and a worthwhile pursuit. Equipping them in this way is a combination of God's Holy Spirit at work in their lives and our continuous

encouragement, prayerfulness and modelling. Through deliberately fostering these virtues by the four pillars, in day to day teaching and learning, both in and out of the classroom, our hope is that the building of character and faith in each young person will establish them for a life of joy, purpose and service.

Well done, good and faithful servant.
Matthew 25:21, NIV.

Shalom,

A handwritten signature in black ink that reads "Eoin Crosbie". The signature is written in a cursive style with a long horizontal flourish underneath.

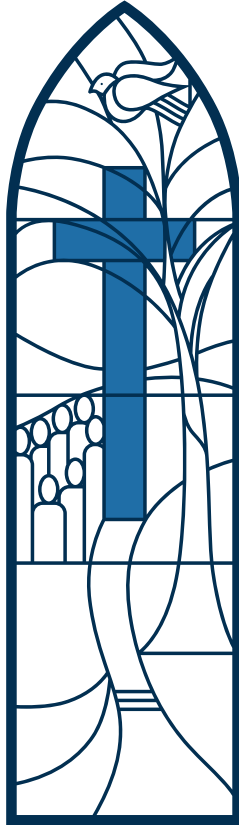
EOIN CROSBIE
PRINCIPAL

VISION

To be a Christian-learning community of excellence where lives are transformed.

MISSION

To provide biblically-based, Christ-centred education equipping students for effective service and leadership.



CHRIST
CENTERED

BIBLICALLY
BASED

The Heart

TE NGĀKAU



PROV 4:23

Above all else, guard your heart for everything you do flows from it.

DEUT 6:5

Love the Lord your God with all your heart.

1 SAM 16:7

Man looks at the outward appearance but the Lord looks at the heart.

PSALM 51:10

Create in me a pure heart, o God, and renew a right spirit within me.

EZEK 36:26

I will give you a new heart and put a new spirit within you. I will remove from you your heart of stone and give you a heart of flesh.

TO BE YOU

To know one's unique identity in Christ, to know one's worth, gifts and talents.

TO BE CHRIST-LIKE

To demonstrate godly characteristics, to show resilience, humility, perseverance, passion and joy, to trust and obey.

TO BE CONNECTED

To grow in love of God, to love one another, to respect diversity, to show kindness, to collaborate, to contribute, to nurture good friendships.

The Head



TE HINENGARO

ROM 12:2

Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind.

Then you will be able to test and approve what God's will is, His good, pleasing and perfect will.

MATT 22:37

Love the Lord your God with all your heart, with all your soul, and with all your mind.

2 PETER 1:5

...make every effort to add to your faith goodness, and to goodness, knowledge.

1 COR 14:20

Stop thinking like children. In regard to evil be infants, but in your thinking be adults.

MATT 10:16

...be as shrewd as snakes and as innocent as doves.

Knowledge puffs up while love builds up.

2 COR 10:5

Take captive every thought to make it obedient to Christ.

1 PETER 3:15

Always be ready to make your defense [apologia, a reasoned defense] to anyone who demands from you an account for the hope that is in you.

TO BE CURIOUS

To ask questions, to see God's handiwork, to inquire, to grapple with complexity, to observe, to understand, to interpret, to wonder.

TO BE WISE

To seek, to examine, to reflect, to know and apply God's truth in order to discern what is right, to be teachable.

TO BE REDEEMPTIVE

To be courageous, to seek information, to restore, to transform, to be a change maker for good and for God.

The Hands

NGĀ RINGA



COL 3: 23-24

Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.

MIC 6:8

He has shown you, o man, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.

PHIL 2:3-4

Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, looking not only to your own interests but each of you to the interests of others.

MATT 22:37-39

Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest. And the second is to love your neighbour as yourself.

TO HOLD

To have conviction that you are called to serve with a heart of gratitude, to work out your faith as a disciple of Jesus.

TO SERVE

To work faithfully, as a steward of the gifts, abilities and talents that God has given you, to show manaakitanga, and to bless others.

TO LEAD

To exhibit courage, humility, vulnerability and selflessness in modelling servanthood to others.



The Habits

NGĀ HANGAHANGA



DEUT 6:6-7

These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.

ROM 12:9-13

Love must be sincere. Hate what is evil; cling to what is good. Be devoted to one another in brotherly

love. Honour one another above yourselves. Never be lacking in zeal, but keep your spiritual fervour, serving the Lord. Be joyful in hope, patient in affliction, faithful in prayer. Share with the Lord's people who are in need. Practice hospitality.

1 JOHN 4:16

We know and rely on the love God has for us. God is love. Whoever lives in love lives in God, and God in him.

TO REFLECT

To take time, to be still, to be alone, to contemplate, to connect with God, and others.

TO PRAY

To have conversations with God that focus on God's nature, our need of Him, our thankfulness and our requests.

TO READ

To study, memorise, meditate on, and apply God's word.



CHALLENGING THE INTELLECTUAL

ROMANS 12:2

Be transformed by the renewal of your mind.

Children flourish in an environment which affirms that life has meaning and greater purpose.

At Bethlehem College, learning is a process of guided discovery, where we are constantly seeking to apply Biblical truth to all our thinking, and the actions and activity that result.

Our approach is one of teaching, modeling

and example, allowing students freedom of choice and remaining committed to their best welfare.

At junior level, our classes are designed to plant seeds that will grow in the minds of our young students, while the focus at senior level is preparation for young adulthood, by stretching students intellectually, physically, socially and spiritually.



DEVELOPING THE CULTURAL

PSALM 150:6

Let everything that has breath praise the Lord.

The arts are an essential part of a well-rounded education, and the provision of the wonderful Performing Arts Centre in 2009 has greatly enhanced the teaching of music, drama and dance within the school.

Opportunities in the arts are wide and varied, with students able to showcase their abilities in instrumental, vocal groups, dance and drama.



EXERCISING THE PHYSICAL

1 CORINTHIANS 9:24

Do you not know that in a race all the runner runs, but only one receives the prize? So run that you may obtain it.

Sport is a cornerstone of our curriculum, supporting the school's goal of producing graduates who are balanced and committed to success.

Our range of indoor and outdoor facilities provide students with a superb environment to excel in their chosen sporting arena.

Students are encouraged to take part in a wide range of sporting activities, with the Bethlehem College Events Centre providing an excellent venue for indoor sports, and extensive outdoor facilities, catering to most popular codes.



SHAPING THE MORAL

MATTHEW 22:37-39

You shall love the Lord your God with all your heart and with all your soul and with all your mind... and you shall love your neighbour as yourself.

We help shape the moral character of our students, teaching that integrity, and a strong relationship with Christ, will serve throughout their whole lives— helping them to look outwardly and see what they can do for others, at a time when the world is becoming increasingly self-absorbed.

One of the great lessons Christ gave us was the value of an attitude of service and leadership. With our biblical worldview, we are preparing our students to go out and make a positive difference in the world, and to serve the communities in which they live.

Phone
Email
Address

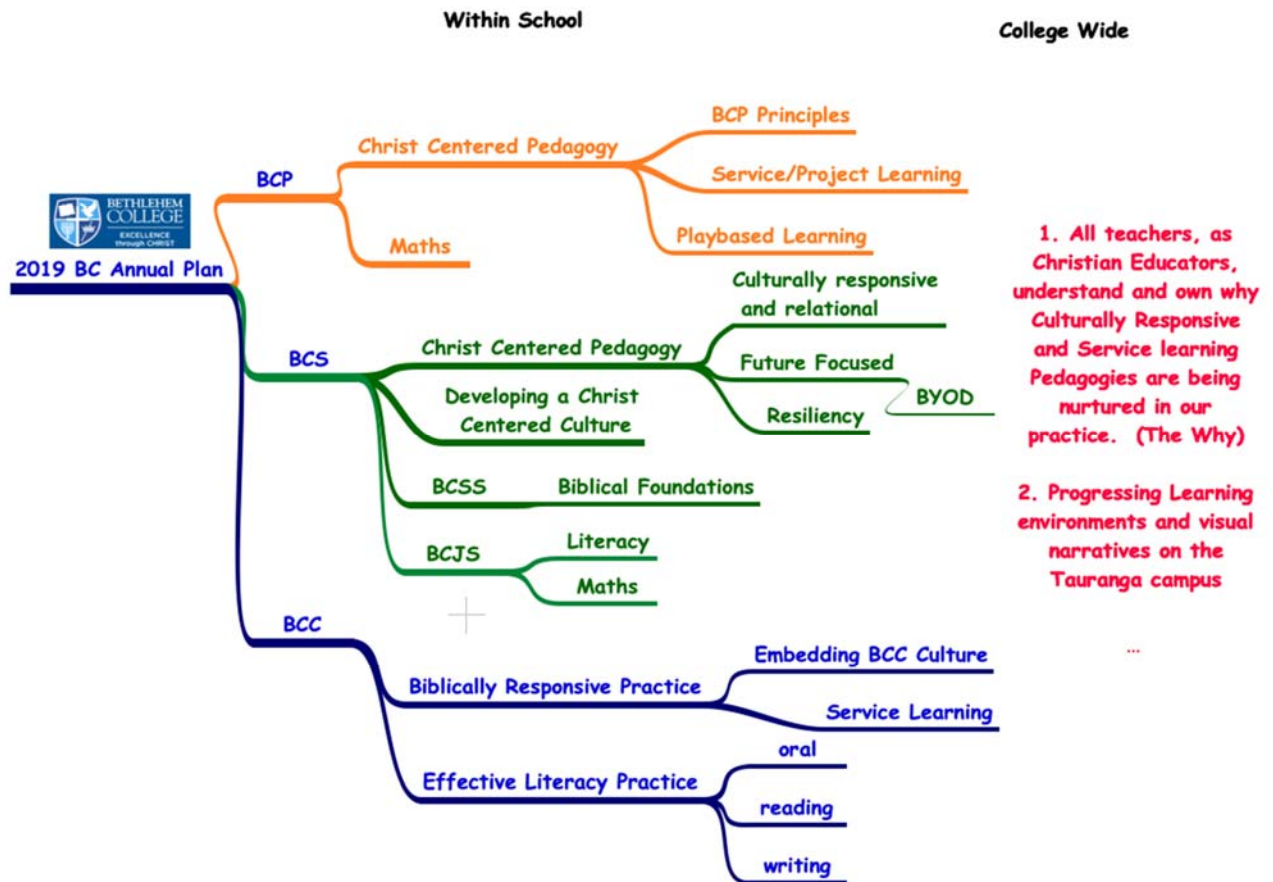
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BETHLEHEM COLLEGE
EXCELLENCE
through CHRIST

2018 ANNUAL PLAN



VARIANCE REPORTS AGAINST 2018 GOALS

C2#3 CoL Kahui Ako	
Targets	Variance
1. To have the achievement challenges clearly defined by the end of term 1.	Achieved These are recorded in the Kahui Ako higher order plan
2. To have the documentation to the MOE and approved by the end of term 2.	Achieved
3. To appoint within school and across school staff by the close of term 3 and to have them functioning in the roles during term 4 or at least for 2019.	Achieved The Kahui Ako have appointed two AST and BC have appointed 10 WST. They had training days during term 4. We now need to consider how this concept works in practice
4. To grow in our understanding of Service Learning.	Partially achieved Training for staff was presented at the launch of the Kahui Ako.
General Comments: It is not clear how the achievement challenges relate to the higher order plan nor how senior leaders in the College should lead alongside the ASTs. The waters are murky in this space. (Feb 2019)	

E1#23 School Wide Pedagogy (BCP Y1-6)	
Targets	Variance
1. Finalise language in Learning Principles document.	Achieved Completed with PLT.
2. Finalise BC Student Learner Qualities document.	Partially Achieved Language completed and currently working with graphic designer around visual representation.
3. Create a visual representation of both models that will be useful to teachers and students.	Partially Achieved Designs completed. Graphic production underway.
4. Learning principles evident within Maths programme (linked with Maths Run Sheet).	Achieved Maths PLD reflects pedagogy described in the Learning Principles document. It is a two-year PLD journey, so it is not a complete picture at this time. The basis of much of the PLD is around developing a sound problem-solving approach to engaging with mathematics. This approach is delivered as <u>part</u> of the Maths programme – not completely replacing what is currently in place.
General Comments:	

E1#24 Maths (BCP Y1-6)	
Targets	Variance
1. Target Cohort: 2018 Year 5 students. In 2017 25% of Year 4 students below the expected curriculum level. Our target for 2018 is to significantly reduce this percentage, with a goal of less than 15%.	Achieved At the end of 2018, the data shows that 94% of Year 5 students are achieving within the expected curriculum range. This is an excellent outcome. We will need to continue tracking students who have accelerated their progress to ensure they continue to progress.
2. Increased evidence of BC Learning Principles embedded in Mathematics programmes, collected through classroom observations and teacher reflections.	Achieved The PLD undertaken for Maths does reflect this pedagogical approach. It is a two-year PLD journey, so it is not a complete picture at this time. The basis of much of the PLD is around developing a sound problem-solving approach to engaging with mathematics. This approach is delivered as <u>part</u> of the Maths programme – not completely replacing what is currently in place.
General Comments:	

E1#24 Writing (BCS Y7-8)	
Targets	Variance
1. To decrease the disparity in achievement in Reading and Writing, by raising the standard of Year 7 and Year 8 achievement in Writing.	Not Achieved Learning Area Report (LAR) not yet complete, data not yet accessed.
2. For 83% of the current Year 8 students, to achieve at or above Curriculum Level 4 Proficient level (the previous National Standard expressed as a Curriculum Level).	Not achieved LAR not yet complete, data not yet accessed.
3. For 83% Year 7 students, to achieve at or above Curriculum Level 4 Beginner level (the previous National Standard expressed as a Curriculum Level). The 2016 achievement At or Above Standard for the Year 6 students at BC was 80%. (Once the data on incoming Year 7 students' achievement in Writing at Year 6 is fully accessed analysed, this target may be altered).	Not Achieved LAR not yet complete, data not yet accessed.
4. To review current pedagogical practices and the place of writing in the curriculum and make a plan to revise practice where necessary.	Achieved Considerable changes in the teaching of writing will occur in 2019, with the integration of reading instruction into Form Studies time. This allows for a dynamic literacy programme, and acknowledges the reciprocal relationship between reading and writing. Best evidence synthesis identifies that writing and reading instruction is enhanced, when they are taught dynamically and not in isolation. Moving from a focus on National Standards, also allows less emphasis on 'performance' and greater emphasis on 'learning'.

	<p>Research describes that this reduces anxiety and can increase resilience and a growth mindset.</p> <p>Moving from a genre approach of teaching writing, and teaching reading and writing within a more integrated and connected curriculum, allows for more authentic purposes and audience, providing greater incentive and motivation to write, as students see more purpose for their writing.</p> <p>Incorporating many of the new approaches and strategies to the teaching of writing, learnt through our professional development this year, will also continue to enhance practice in 2019 and beyond.</p>
<p>5. To develop a professional development plan to build upon and grow Junior Secondary teachers' competency in the teaching, integration, use of technology, and assessment and moderation of writing.</p>	<p>Achieved</p> <p>Throughout the year, as AHoS-J.Sec Cm, I have delivered a series of writing and literacy professional development and also worked intensively with the J.Sec TIC English, to build capacity and leadership in this area. She continues to grow and be of great support, also delivering professional development across Year 7 and 8. Next year, I would like to see her capacity and growth continue and have budgeted for her and myself to attend the NZ Literacy Conference.</p>
<p>6. To access quality professional development in writing, as part of the Professional Development Plan.</p>	<p>Achieved</p> <p>Jo Morris was engaged, to deliver the 'Hunter Approach' to writing instruction. This was delivered to all Year 7 and 8 teachers, with staff from BC Chapman and BC senior Primary also invited. This was powerful PLD.</p>
<p>7. To continue to develop moderation practices across the Junior Secondary, with particular emphasis on growing understanding and accuracy with assessment against Curriculum Levels.</p>	<p>Achieved</p> <p>While this is an achieved, it will be an ongoing process in 2019. Next year we will start with Diagnostic writing assessments, which will be moderated across year levels to build expertise and competency in staff, more than half of which will be new next year. Greater understanding of the NZ English Curriculum Levels and Literacy progressions, as well as moderation practices, will need ongoing guidance.</p> <p>Start of year diagnostic writing will also provide baseline data for where our learners' writing strengths and areas for development are. This will provide focus for instruction and the ability to identify growth over the year, as well as enabling us to measure the impact and effectiveness of our practice.</p>
<p>8. To grow student agency and self-efficacy in writing.</p>	<p>Partially Achieved</p> <p>As teacher expertise and the philosophy of writing instruction shifts from a performance approach, to a learning approach, we hope learners will feel more empowered to explore, take risks and have agency in their writing. Through the use of the 'mentor text approach', and 'low-stakes, quick-writes', J.Sec teachers report that students are showing more enthusiasm for their writing and are wanting to share their writing with the class. To continue to build on practices this year, and support new teachers with coming 'up to speed' with the PLD in writing that we undertook this year, we will continue to reinforce, deliver and reflect on the PLD carried out in 2018. We hope to see student engagement, confidence, achievement, agency and self-efficacy in writing increase. This will be an area on inquiry for us in 2019.</p>

<p>9. To keep parents informed regarding their child's progress in writing and give support as required.</p>	<p>Achieved The first parent interviews on the year, were shifted to a Three Way, Goal Setting Conference, with a focus on sharing and setting goals around students' literacy. While also serving to increase student agency, parents were informed from Term 1, well before the first report, of students' strengths and areas for growth in literacy. With the revision of writing assessments, more specific feedback, aligned to the NZ Literacy Progressions and the NZ English Curriculum, was also provided to parents in Assessment Folders. Feedback also gave students and parents support by articulating areas for growth and next learning steps, guiding teacher instruction also. Likewise, the revised Mid-Year and End of Year Reports do the same, in a more holistic manner.</p> <p>A revision of the Assessment Folders, and means for sharing students' learning and achievement, will take place in 2019, to identify how we might improve our practices.</p>
<p>General Comments:</p>	

E1#25 Writing Assessment	
Targets	Variance
<p>1. To create a consistent editing and proof-reading system, shared language across the school in Written Language.</p>	<p>Partially Achieved We have had some really robust discussion and work around the consistency of proof-reading and editing of written work and implantation is well underway. e-asTTIe is the barrier to complete this.... We need training.</p>
<p>2. To develop skills of our writers to assess their own and to peer assess and conference their writing.</p>	<p>Achieved Our writers are becoming more aware of what the criteria are.</p>
<p>3. To develop writer confidence in working with success criteria as it relates to their age, level and the genre type.</p>	<p>Achieved Students are relating well to what they are proof reading and editing for – improvement and accuracy.</p>
<p>4. To develop teacher capability in use of written assessment tools.</p>	<p>Partially Achieved Have some agreement around language and exemplars but still not the tools – e-asTTIe and PACT.</p>
<p>5. To build 'moderation' processes as part of written assessment across our school.</p>	<p>Achieved Teachers have worked really well with this, using exemplars and good moderation practice.</p>
<p>General Comments: Looking forward to 2019 Lisa and I recognise the need to complete our BC Chapman Approach to Written Language documentation so that there is complete consistency around approach and expectations because we have BCC documents to refer to. Our students are seeing themselves increasingly as 'writers' and are aware of writing to evoke Reader impact/response/connection. They are also growing in their understanding of the importance of crafting and refining their Writing through Proofing and Editing systematically. Teachers are more focused on personalising the criteria in relation to Writer need and level. Our major area of need is exploring and learning how to use Written language Assessment tools such as e-asTTIe and PACT as we need the training and in past years, when a Private School, we could not afford the Courses.</p>	

E2#5 Tataiako	
Targets	Variance
1. Ko Koe lo – our school song - waiata to be memorised by a minimum of 90% staff.	Achieved The exact number is hard to estimate.... Most seem to know it now.
2. A minimum of 80% of staff to regularly use Maori words (kupu a kaupapa).	Not achieved There is definitely more uptake in Maori language week but hard to gauge in general.
3. Revision of Tataiako concepts, including kupu hou/new words, each term.	Partially Achieved The Tataiako OneNote is being constantly updated. There has been a new whakatauki each week at the top of our weekly briefing notes.
4. Provide voluntary workshops during term 2 and 3.	Not achieved These did not happen.
5. Maori feeling more comfortable with being Maori at BC.	Partially Achieved The Haka competition was huge for them and lifted their profile and mana. The Y13 Leavers Assembly is evidence of more acceptance and affirmation of Maori.
6. School haka. Should we teach this to staff and students?	Partially Achieved The staff started..... The students learnt this via the haka competition and have had this reinforced in formal occasions.
General Comments:	

E4#9 New Strategic Plan	
Targets	Variance
1. To have a new Strategic Plan developed and in place by the end of Term 2 so that it can be used to develop the annual plan for 2019, the website and other initiatives that are waiting on this overarching document to be established.	Achieved. The basic concept has been designed and communicated to various stakeholders for feedback. Apart from a few minor adjustments that the BOT made, the 4Hs are completed in definition. Two graphic design sources were asked to build a graphic design concept for the SP using "The Way" as a framework. A combination of both is now being prepared for the 2019 Charter.
General Comments: The new plan has been used with students and staff at the beginning of 2019.	

O1#8 Curriculum from a Christian Perspective (Y10-13)	
Targets	Variance
1. The unit plans which guide the teaching, are authentic to the mission statement of Bethlehem College.	Partially Achieved Have worked with the Assistant Head of Secondary (Curriculum) to address this goal and discovered variability in filing and documenting. This will be addressed through more focused PD with staff as well as more time spent with Heads of Departments. This will involve looking at 'schemes' within the departments. We have also introduced the 'Transformation by Design' template to help with developing a more focused 'Biblical Worldview' lens in unit designing.
2. Evidence of the unit plan objectives, relating to being Christ centred are demonstrated in the classroom.	Not achieved Through conversation with staff it is clear that there is a commitment to being 'Christ-centred' in the classroom, but at this point it is harder to produce evidence. It is possible to point to this in CELP settings at both Junior and Senior Secondary.
3. A Foundational Principles for curricula document has been established for 2019.	Achieved This has been produced and distributed to all staff as a basis for discussion and showing direction. It will be referred to in upcoming PD sessions and refined to become more prescriptive. (BCL members also have this document).
General Comments:	

O2#10 eLearning Pedagogy (Y10-13)	
Targets	Variance
1. For teachers to be able to use digital technologies that enhance learning.	Achieved The highlight has been various teachers (8) from a large number of departments who presented to staff aspects of the digital tools that were directly related to their subjects, showing us how the tool was used effectively for them.
2. That students have easily accessible and appropriate digital tools for learning and assessments.	Partially Achieved Not all departments are there yet.
3. That parents can see the vision for education in a digital age.	Partially Achieved Every single parent meeting and signpost has had material presented on this subject. How it is received may be different.
General Comments:	

O2#11 Pedagogy (BCS Y7-9)	
Targets	Variance
<p>1. Carry out a review of current pedagogy, and teaching and learning programmes in the Junior Secondary.</p>	<p>Partially Achieved Term 1 review revealed the urgent need to move teaching, learning, assessment and reporting practices, away from a focus on National Standards, to comply with the MoE 2017 mandate to abolish National Standards. This process had already occurred in BC Primary. The review revealed that no preparation had taken place in J.Sec to prepare for the transition from National Standards to Curriculum Levels, and that significant development was necessary. Most BC J.Sec teachers had only taught in the era of National Standards. Teachers in Charge of Maths and English, and Year 7 and 8 Team Leaders were supported, to help guide staff to make this transition. A complete rewriting of all Assessments in Maths, Reading and Writing was needed, with much support to Year 7 and 8 teachers required to grow them in their understanding of Curriculum Levels and the philosophical shift in pedagogy that this represented. Likewise, a complete rewriting of Reports was also necessary.</p> <p>This was a significant workload and posed significant pedagogical changes and challenges to J.Sec teachers. Considerable consultation with the BC Primary, BC Chapman, and the BOP Deputy Principals' network, was carried out. Further PD in Literacy and Numeracy progressions is required as well as a move from teaching for assessment (performance based), to teaching and assessing for learning (learning based). This is ongoing and will continue next year.</p> <p>A review of the following teaching and learning areas was also carried out in English (Literacy, Reading and Writing), SS, and PE. Partial review was carried in Maths. Review of Science, Health, and CELP has not yet been carried out yet.</p> <p>I hope to partner with Wayne Fraser in 2019, to carry out a review of the J.Sec CELP.</p>
<p>2. Create a PLD Plan to develop a shared understanding of effective modern learning pedagogies and their implementation in classrooms, with teachers continuing in the light of previous work, to continue to enhance their practice and implement these in classrooms.</p>	<p>Partially Achieved In the absence of a BC J.Sec Learner Profile, or vision for who our young people are becoming by the end of Year 7/8/9, this became the emphasis, as this would then inform our pedagogy.</p> <p>To help grow understanding of effective modern learning pedagogies, and that of our Junior Secondary middle leaders, I attended the Mark Osbourne Future Focussed Learning workshops and took three J.Sec middle leaders with me. Consequently, a two part Action Plan was developed:</p> <p>Part 1: A Junior Sec Vision and Learner Profile (now completed, 2018), and Part 2: to define and articulate the Christ-centred Pedagogy. These will enable us to achieve this vision for our J.Sec students, and embody the Learner Profile. This will be completed in 2019.</p>
<p>3. The Plan will include reference to flexible learning furniture and learning spaces.</p>	<p>Not Achieved The focus of Eoin's rooming plan for the secondary school needed to take priority over classroom fit-out. We are grateful that the location of Year 7 and 8 classes on the Future Rooming Plan have followed the J.Sec recommendation of centralising these in R Block, along with the recommendation of developing the offices spaces between classes, into flexible learning spaces</p>

	<p>and pull out spaces, to allow for the diverse learning needs of our students, and to allow for Future Focused pedagogical practices.</p> <p>Acquiring flexible learning furniture, supporting these Future Focused pedagogical practices is essential if we are to going to shift pedagogy and support changes in practice to enhance learning and help facilitate the transformative Christ-centred practice we aspire to deliver at BC J.Sec. This may become a request next year.</p> <p>The Rooming and fit out plan for year 9 is somewhat more complex, due to the staffing of this by senior Secondary teachers who teach across different departments in the Secondary School. Ideally, centralizing Year 9 classes and creating flexible learning spaces, with flexible furniture, at Year 9 would be optimum and support the Junior Secondary model.</p>
<p>4. Identify and establish an alternative to teaching, assessing and reporting against National Standards and achieve consistency in assessment across learning areas.</p>	<p>Achieved As above.</p>
<p>5. Assessment Folders will be evaluated and revised for 2019.</p>	<p>Not Achieved This still needs to take place.</p>
<p>6. In line with E1-25 (Y7-8) Writing targets, review current pedagogical practices and the place of writing in the curriculum and make a plan to revise practice where necessary.</p>	<p>Achieved See E1#24 Writing (Y7-8).</p>
<p>7. Review current provisions for priority learners (included gifted and talented), making recommendations for 2019.</p>	<p>Achieved Provisions for Gifted and Talented learners were limited. The TIC Gifted and Talented Learners, acknowledged that she was ready to relinquish this role in 2019. This role will be picked up by the AHoS-JSec.Cm.</p> <p>With one period allocation for Junior Secondary Learning Support, little training or support for this role, as well as a change in the overseeing BC SENCO role, we have struggled with rigorous identification, monitoring, and provisioning of teacher and learner support. The recommendation was gratefully followed to increase the time allocation for J.Sec Learning Support, with this time now allocated to the BC SENCO. With significantly increased Learning Support students in Junior Secondary next year, this is especially essential.</p> <p>In addition, 8 hours Literacy learning support for priority learners has been gratefully allocated to Year 7 and 8 in 2019, 4 hours at each year level. This is to address the learning needs of those students who struggle with literacy. The intention is to carry out an inquiry into how we might accelerate the learning for these students. We have already engaged Ian Large, RTLB services, to support us with this initiative.</p> <p>Next year, a clear definition of who our priority learners are, and robust systems and processes for identification, monitoring, and provision of teacher and learner support must be established.</p>

<p>8. The 2019 timetable will be as responsive as possible to needs of the JS and will best enable the implementation of effective pedagogy, given the constraints of competing demands.</p>	<p>Achieved The J.Sec expressed desired changes to the current time table, to better meet the holistic and developmentally appropriate needs of J.Sec students. Some of the desired changes have been achieved, such as:</p> <ul style="list-style-type: none"> - K.Group at the start of the day - The abandonment of streamed literacy class, where the novel study approach to instructional reading occurred, replaced by integration to literacy instruction to occur within Form Studies classes. This fits with the best practice review of literacy pedagogy at Years 7 and 8. - Greater flexibility and room for integrated, connected, holistic pedagogy, within this increased Form Studies time. - Shifting CELP time to just after interval, a prime learning time, not just before lunch when students are tired and hungry. - Opportunities for Junior Secondary Assembly times and Year Level Assembly time, during the Senior Secondary Hauora Assembly slot. - Common Form Studies periods at each year level, allowing for pull out enrichment opportunities. <p>Not Achieved: Increased time for Arts and Languages</p>
<p>General Comments:</p>	

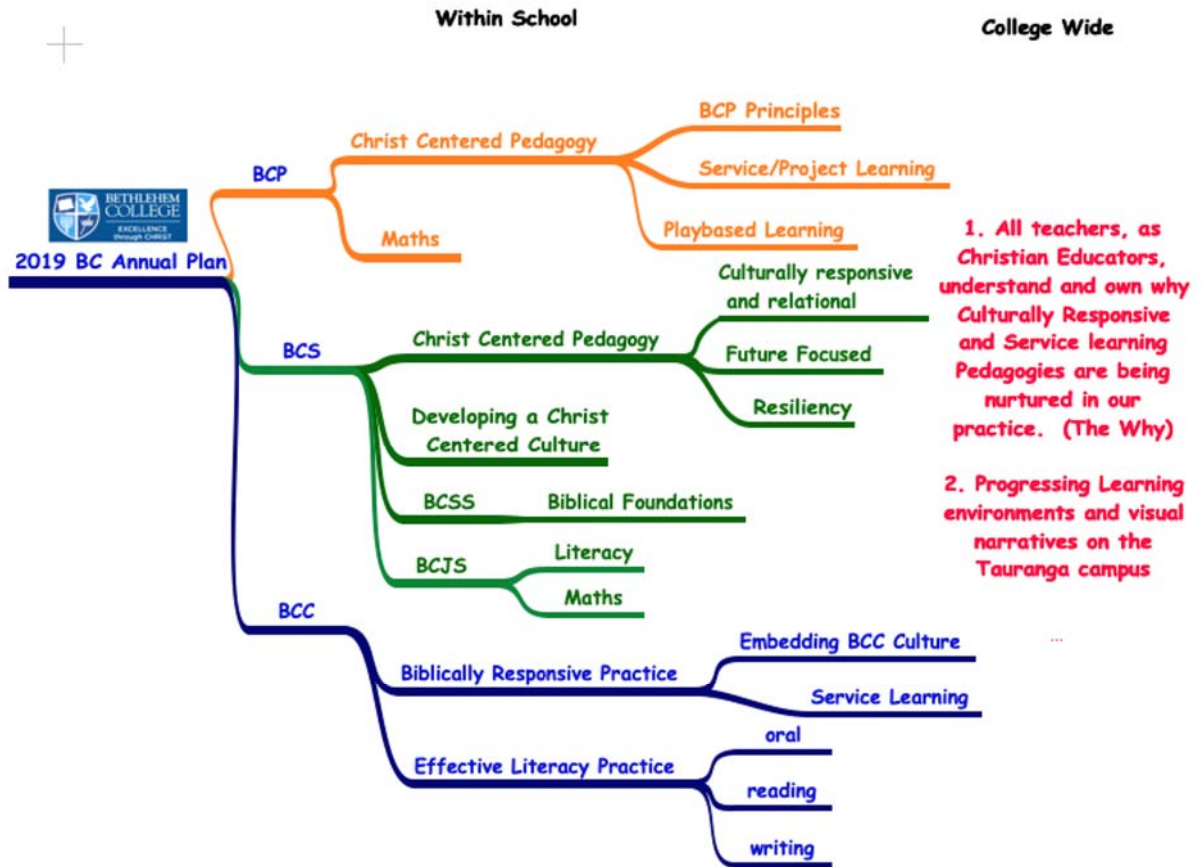
O2#12 eLearning Pedagogy (BCC Y1-8)	
Targets	Variance
<p>1. Introduce and develop Year 1-8 learner skills in the use of the iPad within the teaching and learning programme.</p>	<p>Achieved This has been amazing – the staff have all embraced this really well. Students doing some great work.</p>
<p>2. To equip teachers to fully engage in eLearning in their classrooms.</p>	<p>Achieved They have really helped each other a lot. Some training from BC. Further training would be great.</p>
<p>3. Consistency of eLearning practice in the Year 6-8 classrooms on their personal device.</p>	<p>Achieved Because of the united approach that the teachers have, (an ILE really) there is a natural consistency.</p>
<p>4. To provide opportunities for whanau to engage in the significance of eLearning, and support eLearning in their home environments.</p>	<p>Achieved 6 people couldn't afford ipads but 6 were donated from floating iPads at BC.</p>
<p>5. To intentionally teach digital discipleship principles, Godly response and heighten student awareness of challenges.</p>	<p>Achieved An ongoing constant point of teaching and learning. Lots of open conversations with the young people.</p>
<p>General Comments:</p>	

03#7 New Timetable Structure	
Targets	Variance
1. By the end of 2018 at least 5 Y7-13 schools (maybe Area Schools) of comparable size to BC will have been visited and profiled in terms of their timetable structures along with their attributes and challenges.	Achieved This gave us a greater scope and depth of understanding of how other schools overcame timetable challenges so as to better reflect their vision and mission.
2. By the end of Term 1 2018 an alternative TT Structure (TTS) or 2 will have been thoroughly investigated and a proposal compiled for comparison with our existing TTS.	Achieved Two meetings were held with BCS staff and there were two sets of feedback to consider.
3. By the middle of term 2 2018 a report will have been presented to staff on an alternative viable option(s) to our current model, together with the weaknesses and benefits.	Achieved A 10 day, 6 day and two 5 day models were presented.
General Comments:	

03#8 Satellite to BC	
Targets	Variance
4. Establish strong Christ-centred culture and Curriculum here at BCC and strengthen our BCC community in which our 'Discipleship Model' is reinforced.	Achieved We have made some good ground but it has been a massive change with the number of exits and new enrolments. The culture will take time. This will need further work and prayer.
5. Alignment of all documentation and systems.	Achieved Some really good work done here.
6. KAMAR is used effectively as our SMS.	Partially Achieved Used well for reports and admin. However, we need more training if we are to use all its facilities.
7. OneNote and SharePoint, are used effectively.	Achieved We love this software ... it has been wonderful for planning and collaborating. SharePoint could be used better.
8. New Library at BCC is established and functioning well.	Achieved This is amazing. Huge input from the staff, employing Elize and Sheila, Sue for a season and being blessed with a wonderful team of volunteers.
General Comments: We cannot thank Eoin, our BC Board of Trustees and various members of BC Staff for their unwavering support, expertise freely shared and the respect with which they have enabled us to transition as a 'satellite'. We have achieved a huge amount because of the partnership between our two communities (Tauranga and Rotorua) and our unity of Vision, heart and dedicated commitment. The capacity of our KAMAR SMS is something we recognise that we will need ongoing guidance and training in and that we do have access to BC staff expertise. Our Library is up and running well and is a tremendous resource and blessing to all concerned.	

S1#12 Student Wellbeing	
Targets	Variance
1. Primary students having a sense of belonging at Bethlehem College Primary.	Achieved The Year 5 Meticore Resiliency Survey suggests that our BC Students are generally well positioned in this area.
2. Students will display the qualities of the BC Learner.	Not yet Achieved The qualities are still being defined.
3. Teachers will be able to articulate how their practices support student wellbeing.	Not yet Achieved Our intention was to see development of this come out of the Meticore Survey. We may have been optimistic about the speed in which this programme would provide professional learning and development for teachers.
4. Recognition of the importance of explicit teaching to achieve desired outcomes for students by all staff. (Pedagogical Approach and BC Learner Qualities).	Achieved The implementation of our Teaching as Inquiry process has certainly reinforced this.
5. Teaching practices promote and enable students to work as caring, inclusive and cohesive learning communities (Pedagogical Approach).	Not yet Achieved
6. Consistent approach to expectations of student behaviour.	Partially Achieved We started the year with a team approach to expectations around student behaviour. This was shared at staff meetings and through Primary Up2Date. We are also in the process of updating our behavioural management procedure, which should be completed by the end of the term.
7. Develop and implement systems, people and initiatives that wrap around students, providing a balanced focus on wellbeing and achievement.	Achieved Our PLT and Primary SENCO have developed a team approach to supporting students. We have had feedback from parents that they have recognised and felt supported by the team approach to supporting students with specific needs. This has led to teachers feeling less isolated and parents feeling that they are not relying on one person.
General Comments:	

2019 ANNUAL PLAN



There are a number of initiatives being undertaken in 2019. Each initiative has a run sheet. Targets are within each of the run sheets in **Appendix 1**.

Because our new Strategic Plan has been in a development phase it has not been properly linked to this year's annual plan. This plan is a continuation of our previous strategy and a reflection of the Kahui Ako strategy.

The Board of Trustees accepts this Charter as an undertaking to the Minister of Education.

This Charter is submitted to the Ministry of Education for the Minister's approval on:

Principal: 

Date: 28 February 2019

Chairman: 

Date: 28 February 2019

Minister of Education: _____

Date: _____

APPENDICES

1. Run Sheets for 2019 Annual Plan
2. Bethlehem College Curriculum
3. Bethlehem College Learner Profile – BC Primary
4. Christian Education Trust's Statement of Belief
5. Christian Education Trust's Statement of Special Character
6. Bethlehem College Management Structure

APPENDIX 1 – RUN SHEETS FOR 2019 ANNUAL PLAN

BCC#C1 Biblically Responsive Practice

Strategic Run Sheet 2019

PART A:

Team Leader: Hazel Warnes

Description: Being biblically responsive is foundational to shaping the heart, instructing the mind, equipping the hands and forming the habits which permeate how we live. 'Whaia te aramatauranga mou ake' 'Seek that educational pathway that realises your destiny' Seek the Lord.

Date: 1 February 2019

Version Number: 1

PART B: Baseline data, drivers and targets

B1: What is the starting point in terms of solid information known, specific achievement data or observations?

At BC Chapman, we are aware of the power of culture and the need to intentionally develop and grow genuine understanding of what, why, and how our allegiance to Christ aligns with our practice. With just one year of being a 'satellite' of BC, in which we focused on alignment of BC Chapman with Bethlehem College and in losing our Senior Year 9 & 10 students; beginning 2018 (and a high percentage of Year 8 students who had been at Chapman for between 4 and 8 years) at the end of 2018, the embedding of Christ-centred learning in 2019 requires high profile focus. 2018 was a steep learning curve and transition time and 2019 with the arrival of new families, new Staff and the desire to explore further and heighten Service Learning as potentially transformational opportunities for personal and community growth. We have noted the lack of confidence in speaking Te Reo Maori and as part of the CoL we are aiming to raise our akonga achievement to Level 2 when leaving Year 8.

B2: The drivers: What is driving this?

2018 was a steep learning curve and transition time for us at BC Chapman and now we are entering a new year with new families and new Staff. This year we desire to explore further and heighten Service Learning as potentially transformational opportunities for personal and BC Chapman community growth to reflect Christ and glorify Him. We desire to grow in confidence and competence with speaking Te Reo Maori and understanding tikanga.

B3: The Targets: B3: What specific targets are being set?

1. Establish a Biblically responsive culture, community of Hope/Tumanako evidenced by 80% of akonga being able to identify integrated Curriculum theme of Hope.
2. There will be evidence of consistency Christ-centered education in teacher planning through developing shared teacher understanding of Who God is, a Biblical Worldview and Biblically responsive principles and practice.
3. Each class will complete at least one Service Learning project through exploring and capitalising on opportunities for authentic Service.
4. Build our (Kaiako/akonga) confidence, competence and connection by learning 40 phrases of Te reo Maori and Tikanga.

PART C: Development Requirements:

Identify key development tasks, who is to do the work and estimate the time needed for each team member to complete the tasks they are involved in and any costs.

Actions to achieve targets	Team Members	Budget	Timeframe
<p>1. ALL Staff will engage in PD Reading 'Knowing God' by JI Packer (Terms 1 & 2) and 'Transformational Education- A Framework for Christian Teaching' edited by Harry Burggraaf (Term 3 & 4). Engagement in personal reflection on reading and robust discussion and sharing during Staff Meetings. Genuine consideration re the implementation of our learning in our BCC community will be undertaken.</p>	ALL Staff/kaimahi	Copies of 'Transformational Education	Term 1-4 inclusive
<ul style="list-style-type: none"> Teachers/Kaiako will be able to clearly identify specific connections in their planning/Units of Learning to being Biblical responsive. Team Meetings/Staff Meetings will support such teacher planning. 	ALL Staff/kaimahi		Term 1-4 inclusive
<ul style="list-style-type: none"> Service projects will be undertaken at each specific class levels in relation to learning related to Hope/Tumanako our integrated Curriulum theme. 	ALL Staff/Kaimahi		Terms 1-4 inclusive
<ul style="list-style-type: none"> ALL kaimahi/Staff and akonga/students will engage in learning Te Reo Maori phrases each week to build language competence. Classroom Kaiako will seek to introduce other vocabulary as is appropriate and relevant to their learning. 	ALL Staff/kaimahi Whaea Robyn Parkinson; Whaea Bessie and Whaea Maria and Matua Anaru will support through PLD.	Te Reo Resources for the classrooms and PLD for kaimahi/Staff	Terms 1-4 inclusive

<p>PART D:</p> <p>What strategic outcomes (Destination Statements) does this initiative impact</p> <p>Evidence of Personal Reflections in Teacher Appraisal Documents of recognised growth as a Biblically responsive Educator in relation to the 4 H's.</p> <p>Evidence in planning, classroom teaching and learning programme and BCC community culture of implementation of Biblical responsiveness directly linked to the 4 H's</p> <p>Evidence of Service Projects undertaken in which HOPE has been expressed, shared and lived impacting 4 H's.</p> <p>Evidence of the Te Reo phrases learned Heart, Head Habits.</p>	<p>How will we know?</p> <ul style="list-style-type: none"> Appraisal notes Weekly Reflection and identification of a Critical Incident through which a Biblical response recognised. Once a Term at Staff Meeting focus on Reflection on our Biblcial Responsivenss has grown (done in pairs). Akonga/student voice, reflection on their own learning through service. Phrases will be recorded weekly on One Note under BCC Up to Date and in daily BCC community use in and out of class.
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PART A:

Team Leader: Lisa, Delwyn, Hazel

Description: The integral relationship between Speaking, Reading and Writing directly impacts writers. We are taking intentional steps to ensure this is factored into improving outcomes for our students.

Date: 1 February 2019
Number: 1

Version

PART B: Baseline data, drivers and targets

B1: What is the starting point in terms of solid information known, specific achievement data or observations?

B2: What is driving this?

B3: What specific targets are being set?

B1: Baseline information/data:

Originally the CoL data indicated that Boys' Writing achievement was trailing behind that of the girls in Years 1-8 as measured against National standards at the time. Our data from 2018 confirmed this trend. While desiring to lift the Writing Achievement of ALL learners there is a particular focus on Boy's Writing at Years 5-8 at BC Chapman.

B2: The drivers:

Our desire is to see our young men (Year 5-8) achieving as well in Writing as their female counterparts, with a desire to communicate effectively with the necessary skills to do this.

We want to improve the quality of Writing across Year 1-8 as well as develop assessment practices that will enable us to grow our teaching and learning in this area.

B3: The Targets:

1. To further develop and complete a BC Chapman approach to the teaching and assessment of Writing.
2. To develop teacher capability as Writers and as teachers of Writing.
3. To build Oral Language capacity of all learners.
4. To explore the use of 'Service learning' as a motivation for Writing.
5. To lift achievement in Writing for all students, with a particular focus on boys in Years 5-8.

PART C: Development Requirements:

Identify key development tasks, who is to do the work and estimate the time need for each team member to complete the tasks they are involved in and any costs.

Actions to achieve targets	Team Members	Budget	Timeframe
1. Have regular meetings to complete the BC Chapman Approach to the teaching and assessment of Writing. • Writing Sample taken Term 1 and 3 for moderation purposes.	Hazel & Lisa All Staff		Beginning Term 1 Complete End of Term 2

<p>2. Develop a shared understanding of the BCC Writing Approach through Staff Meetings.</p> <ul style="list-style-type: none"> • Development of BCC Writing Approach. • Professional Readings that encourage and challenge teachers in the areas of: motivation for Writing, reluctant writers, Writing with Boys, service-learning as purpose and motivation for Writing etc. • The purpose, place and practice of assessment. • Work through 'moderation' process with staff. 	<p>All Staff Dr. Marion Sanders</p>	<p>Developing an Effective Writing Programme Sheena Cameron/Lousie Dempsey \$250/\$220 person 28/6/2019 Supporting students to edit their Writing 8/5/2019 Auck \$250/\$220</p>	<p>Term 1-4</p>
<p>3. Development of Oral Language</p> <ul style="list-style-type: none"> • Regular communication with parents through School newsletters, FaceBook encouraging the extending and enriching of Oral Language. • Development of vocabulary through Reading, Writing and Speaking (role-modelled by teachers and parents) • PD for Delwyn (WST) focus Oral Language and then sharing with Staff/kaimahi 	<p>Delwyn & Hazel led All staff & BCC parents</p>	<p>Sheena Cameron/J Dempsey Course-Oral Language Course 27th June Distinction Hotel Rotorua (Delwyn) FREE</p>	<p>Term 1-4</p>
<p>4. To take a survey of our students (Year 5-8) to find out their current attitude, competence and confidence in the area of Writing.</p>	<p>All Staff & All ākonga</p>		<p>Survey Term 1 & Term 4</p>

<p>PART D:4 H's related</p> <p>What strategic outcomes (Destination Statements) does this initiative impact</p> <p>Evidence in planning of consistent BCC Writing Approach being implemented. Evidence of growth in our ākonga writing achievement - 85% of boys (Years 5-8) who are at or above the desired Curriculum Level. Evidence of effective Writing moderation practice.</p>	<p>How will we know?</p> <ul style="list-style-type: none"> • Teachers present at PD sessions, application of learning and collaborative reflection on progress. • Assessment data will show the progress of our students. • Writing practice will improve as teachers develop stronger pedagogy on the teaching of Writing.
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PART A:

Team Leader: Madeleine Lambert

Description: We will continue to build our capacity as teachers in writing pedagogy and thereby improve the teaching of writing, assessment of writing and student achievement in writing.

Date: 1 February 2019
Number: 1

Version

PART B: Baseline data, drivers and targets

B1: What is the starting point in terms of solid information known, specific achievement data or observations?

B2: What is driving this?

B3: What specific targets are being set?

B1: Baseline information/data:

Library issuing statistics at Junior Secondary was incredibly low.

B2: The drivers:

- In 2018, the E1#24 (Y7-8) Writing Strategic Run Sheet 2018, identified literacy drivers in the area of Writing. While many of the targets that came out of these were worked towards, others were either partially achieved, or not achieved. We wish to sustain this growth, and further work towards achieving these targets in 2019.
 - Lifting students' ability in writing, also aligns with one of our CoL Achievement Challenge.
 - In response to best evidence synthesis, a paradigm shift in the teaching of writing, especially at Year 7 and Year 8 is occurring this year. It is recognised that writing is best taught integrally with reading programmes, and in meaningful contexts, integrated across the curriculum. Much research also points to the negative impact streaming can have on learners, and that grouping students in mixed ability classes is more culturally responsive. By removing streaming of reading, 3x a week, and incorporating literacy instruction into Form Studies time, reading, writing and communicating, i.e. Literacy, will be taught within Form Studies, by the Form Studies/K-Group teacher who knows these students and their needs best.
- This will facilitate not only a greater culturally responsive, but also a greater relational approach.
- Much pedagogical support/growth is required to support teachers as they make this shift and build their competency with such Literacy practices.
 - The Junior Secondary has developed a learner profile which incorporates the Courageous Learner. Some of the descriptors of this are learners who are strong communicators, who read and can access texts, and who can write with confidence. Our vision is to equip our students to be resilient, secure and successful learners. We take this equipping role to heart. We not only seek to equip students in order to transform learners into successful students, but also to equip students in order for them to effective servant leaders, Courageous Community Builders, and Courageous Change Agents. Students' abilities to communicate is essential to this.
 - We have a significant turn-over of staff this year, with all new Team Leaders, four new Year 7 teachers (of six), three new Year 8 teachers (of six), and five new Year 9 teachers (of seven). This includes five Provisionally Registered teachers with limited experience, one teacher from overseas, unfamiliar to the New Curriculum, and a High School PE trained teacher, teaching in Year 7, with limited understanding and training of literacy instruction, the English Curriculum, and pedagogical practice. The implications of all this, is that considerable support, guidance, growth is required.

B3: The Targets:

1. To carry out Teacher Inquiries at Year 7 and 8, around aspects to Year level and individual teacher Literacy practices,
2. To grow a culture of reading within the Junior Secondary and increase reading volume/mileage of Junior Secondary students, measured by the Library issuing data.
3. Restructure the Junior Secondary timetable to place a priority on Literacy instruction.
4. To increase Library issue statistics, as one small indicator of Literacy levels.
5. To decrease the disparity in achievement in Reading and Writing, by raising the achievement of Year 7 and Year 8 achievement in Writing.
6. For 83% of the current Year 8 students, to achieve at or above Curriculum Level 4 Proficient level (the previous National Standard expressed as a Curriculum Level).
7. For 83% Year 7 students, to achieve at or above Curriculum Level 4 Beginner level (the previous National Standard expressed as a Curriculum Level). The 2016 achievement At or Above Standard for the Year 6 students at BC was 80%. (Once the data on incoming Year 7 students' achievement in Writing at Year 6 is fully accessed analysed, this target may be altered).
8. To review current pedagogical practices and the place of writing in the curriculum and make a plan to revise practice where necessary.
9. To develop a professional development plan to build upon and grow Junior Secondary teachers' competency in the teaching, integration, use of technology, and assessment and moderation of writing.
10. To access quality professional development in writing, as part of the Professional Development Plan.
11. To continue to develop moderation practices across the Junior Secondary, with particular emphasis on growing understanding and accuracy with assessment against Curriculum Levels.
12. To grow student agency and self-efficacy in writing.
13. To keep parents informed regarding their child's progress in writing and give support as required.

PART C: Development Requirements:

Identify key development tasks, who is to do the work and estimate the time needed for each team member to complete the tasks they are involved in and any costs.

Actions to achieve targets	Team Members	Budget	Timeframe
<ul style="list-style-type: none">• Restructure Junior Secondary Timetables- Disband literacy streaming. Within Form Studies ensure the following are scheduled: 4x reading instruction, 4x writing instruction, and 3x SSR per week. In addition, each J.Sec class at least one library session per fortnight.• Build a Culture of Reading:• Collaborate with Sheila to design a designated Junior Secondary space in the Library• Continue to support Sheila with increasing appropriate Middle Years non-fiction texts in the Library by providing her with suggested titles.• Develop Classroom Libraries			

<ul style="list-style-type: none"> • Hold a Book Fair • Encourage J.Sec teachers around their role as Reading Role models to Junior Secondary Students • Make the focus of Inquiry • Purchase "Game Changer"- Colby Sharp for J.Sec Yr 7/8 teachers and 180 Days for Yr 9 teachers 			
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<p>PART D:</p> <p>What strategic outcomes (Destination Statements) does this initiative impact</p>	<p>How will we know?</p>
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PART A:

Team Leader: Marcus Norrish

Description: To build on the developed understanding of effective biblically-based, teaching and learning practices for future-focussed education in Primary. To support and guide staff to embed these principles within general classroom practice.

Date: 1 February 2019
Number: 1

Version

PART B: Baseline data, drivers and targets

B1: What is the starting point in terms of solid information known, specific achievement data or observations?

B2: What is driving this?

B3: What specific targets are being set?

B1: Baseline information/data:

Through 2017/2018 the BC Primary team developed two key documents – the BC Learner (Primary) and the BCP Teaching & Learning Principles. The BCP Teaching and Learning Principles documents outlines the shared vision for effective teaching practice within the school. The BC Learner describes the characteristics and attributes of the student. As a school we have been working on developing a learning environment that reflects the essence of these documents.

B2: The drivers:

Our focus is two-fold. Firstly, and most importantly, that our practice is Christ centred and biblically-based. Secondly, that our practice aligns with an understanding of future-focussed education, ensuring that we are responsive to the needs of all students and prepare them for a future in a modern world. We recognise that it is critical that we address these two areas collectively to ensure our development has depth and doesn't lose sight of the overall vision of Bethlehem College.

B3: The Targets:

1. Embed the language of the BC Learner (Primary) with staff and students – making connection to Learning how to Learn.
2. Develop practice that reflects the 'Personalised Learning' principle
3. Teacher knowledge of students will be evident in planning, assessment notes and learning experiences.

PART C: Development Requirements:

Identify key development tasks, who is to do the work and estimate the time needed for each team member to complete the tasks they are involved in and any costs.

Actions to achieve targets	Team Members	Budget	Timeframe
<p>Systems</p> <ul style="list-style-type: none"> • Transparent planning systems – using Google Documents. This allows for collaboration, evidences practice and shares depth of knowledge within the team. • Model planning process for responsive practice through: <ul style="list-style-type: none"> ○ Maths PLD ○ PrEP Programme in Term 2 ○ PLD based on ‘Clarity in the Classroom’ 	PLT / Team Leaders / All Staff		Ongoing
<p>Team Leader professional learning:</p> <ul style="list-style-type: none"> • Nuroscience and Learning Conference. • Regular meeting with HoS • Team Leader Meeting Agenda Focus 	PLT		Ongoing
<p>Whole Staff Professional Learning</p> <ul style="list-style-type: none"> • Learning Matters PLD – Responsive Literacy • Jo Boaler – Changing the Face of Education • Teaching as Inquiry Process • Staff Only Day PLD Focus • Outworked through Mathematics PLD (see Run Sheet) 	PLT		Ongoing

<p>PART D:</p> <p>What strategic outcomes (Destination Statements) does this initiative impact</p>	<p>How will we know?</p> <ul style="list-style-type: none"> • Target 1: Students will be able to articulate the characteristics of the BC Learner and make connections to their own learning. • Targets 2 and 3: Evidence of differentiated learning in classrooms, through observations, planning and Teaching as Inquiry.
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PART A:

Team Leader: Nathan Martin

Description: To grow and develop our Mathematics teaching and learning practices in line with our school-wide vision for learning.

Date: 1 February 2019

Version Number: 1

PART B: Baseline data, drivers and targets

B1: What is the starting point in terms of solid information known, specific achievement data or observations?

B2: What is driving this?

B3: What specific targets are being set?

B1: Baseline information/data:

We are in the middle of a two-year, professional-learning cycle using a maths facilitator through Waikato University. Staff have been introduced to a range of teaching strategies including 'talk moves', rich problem-solving tasks and strategies, and orchestrated mathematical practices, all of which encourage staff to consider formative assessment. These align with our BCP Teaching & Learning Principles.

We have been encouraging a 'growth' mindset for both staff and students.

B2: The drivers:

To increase student mathematical achievement comparing 2018 data to 2019.

Develop increased consistency in staff teaching practices.

Alignment of practice with BC Learning Principles.

Increase teacher understanding of the progressions within the Mathematics curriculum.

B3: The Targets:

1. 90% of students to be operating within their appropriate sub-level bands
2. Accelerated progress for students identified as part of the Teaching as Inquiry Process.
3. Evidence of student agency in classroom practice.

PART C: Development Requirements:

Identify key development tasks, who is to do the work and estimate the time needed for each team member to complete the tasks they are involved in and any costs.

Actions to achieve targets	Team Members	Budget	Timeframe
Teaching as Inquiry <ul style="list-style-type: none"> • Through Teaching as Inquiry at-risk students will be identified. • Encourage collaborative processes amongst staff by allowing feedback time during staff meetings and encouraging teams to discuss targeted students. 	PLT and Team Leaders		Ongoing

<p>External PLD</p> <ul style="list-style-type: none"> • Staff member to attend ALiM courses (Jonathan & Nathan) • Provide opportunity for 4-6 staff to attend Jo Boaler course 	<p>Nathan</p>		<p>ALiM - Ongoing Jo Boaler course in Term 1 Holidays</p>
<p>Internal PLD</p> <ul style="list-style-type: none"> • Staff Meetings – Termly: work through progressions, NZMaths site resources, website links, e-ako. • Anna to coach and co-teach with staff, providing constructive feedback, including effective use of planning. • Refer to Christ-centered Pedagogy Run Sheet Targets for actions link to developing BCP Teaching & Learning Principles. 	<p>Facilitator, PLT, All Teachers</p>		<p>Staff Meetings Termly Coaching Dates: T1 - Week 9 T2 - Weeks 4 & 8 T3 - Weeks 5 & 10 T4 - Week 2</p>
<p>Enabling Teachers</p> <ul style="list-style-type: none"> • Identify potential 'leaders' within our staff that will provide sustainability for Math at BCP. • To grow a 'toolbox' of resources, using the best from a variety of programs for staff, that will support flexible grouping. • Establish a list of resources Anna has provided during PD sessions, in Sharepoint. • Transparent planning systems – using Google Docs 	<p>Nathan</p>		<p>Ongoing</p>

<p>PART D:</p> <p>What strategic outcomes (Destination Statements) does this initiative impact?</p>	<p>How will we know?</p> <ul style="list-style-type: none"> • Start and End of year data • Teaching as Inquiry process completed, and data analysed. • Students will be able to articulate their next learning steps
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PART A:

Team Leader: Steve, Maddy, Joella

Description: This run sheet focusses on an articulation of what it means to teach from a Christ-centred pedagogy.

Date: 1 February 2019
Number: 1

Version

PART B: Baseline data, drivers and targets

B1: What is the starting point in terms of solid information known, specific achievement data or observations?

B2: What is driving this?

B3: What specific targets are being set?

B1: Baseline information/data:

Most BC Units focus on at least 2 values, as outlined in the BC Values document. These Units describe how lessons zoom in on a Biblical principle, which is most relevant to the specific Learning objectives of the New Zealand Curriculum.

As a school we struggle to articulate a shared definition of Bethlehem College's Christ-centred pedagogy.

Teachers arrive from diverse cultural, religious, and professional contexts.

Some teachers have undertaken readings focussed on Christian Education through the Appraisal process.

Most teachers have completed BTI seminars on Christian Education.

B2: The drivers:

To ensure our practice is Christ centred and Biblically Based.

To articulate a shared definition of Christ-centred Pedagogy at Bethlehem College.

To transform our practice through an understanding of culturally responsive and relational pedagogy, and future-focussed education.

To equip our students for their God-given purpose.

B3: The Targets:

1. To inquire into and grow a deeper understanding of pedagogy with Christ at the centre.
2. For teachers to be able to articulate a shared understanding of Christ-centred Pedagogy at Bethlehem College.
3. Embark on a professional, learning journey of culturally responsive and relational pedagogy.
4. To enhance our pedagogical practice to best equip our students for their God-given purpose in an unknown, ever-changing future.

PART C: Development Requirements:

Identify key development tasks, who is to do the work and estimate the time needed for each team member to complete the tasks they are involved in and any costs.

Actions to achieve targets	Team Members	Budget	Timeframe
1. Structured professional learning opportunities on Tuesday afternoons and Wednesday mornings. -Potential content (a) Use the book Transformational education as a frame. (b) Articulate how does Christ see akonga? (c) What is the akonga God given identity? (d) What is our God-given identity as teachers/kaiako? (e) Identify barriers and fears to communicating Christian pedagogy (f) Model activities of integrating Biblical values into tasks	All the SLT and guests		Throughout the year. Term 1 focus is the book Transformational education Term 2 modelling
2. Teachers to complete readings and reflections on Christian pedagogy as supplied by the SLT	Joella, Maddy, Steve		Throughout the year
3. Teachers redesign some components of a Unit plan to convey a Biblical value.	Joella, Maddy		Term 3 Redesign unit plans.

<p>PART D:</p> <p>What strategic outcomes (Destination Statements) does this initiative impact</p> <p>Within BC's plan of outworking who we are becoming and within the categories of Heart, Head, Hands and Habits, this run sheet targets</p> <p>The Heart – To be you – knowing ones unique identity in Christ</p> <p>The Head – To be curious. Asks questions and inquiries into establishing clear differences between secular and Christ-centred pedagogy. To be wise and examine and apply God's truth to discern right from wrong.</p> <p>Habits – To reflect, take time and be still.</p>	<p>How will we know?</p> <ul style="list-style-type: none"> • Unit plans will reflect a Christ-centred approach • Teaching of lessons reflect a Christ-centred heart • Teachers can communicate their understanding of a Christ-centred approach within their contexts
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PART A:

Team Leader: Steve, Hannelie, Mike

Description: To be intentional about "the way we do life" at BC. That is, ensuring the systems, processes and normal day to day life of BC Secondary reflect Christ at the Heart.

Date: 1 February 2019
Number: 1

Version

PART B: Baseline data, drivers and targets

B1: What is the starting point in terms of solid information known, specific achievement data or observations?

B2: What is driving this?

B3: What specific targets are being set?

B1: Baseline information/data:

As a school, we have not intentionally investigated a Christ-centred culture being at the centre of all systems. Staff have completed a strengths/weaknesses survey in 2018. Bullying surveys have been taken place regularly, up to 2017. Staff well-being surveys have taken place regularly. We have student attendance data. Some duty teachers display a lack of confidence and/or reluctance in managing behaviour on duty. There is a drop off in some students remaining in a strong Christian faith, once they leave Bethlehem College.

B2: The drivers:

To be authentic in the way we develop a community which has Christ central to all pillars.
To be deliberate in setting the climate and culture which reflects the attributes of Jesus Christ.
To address inconsistencies with guidelines and principles with staff and students.
To ensure the BC community displays the full nature of Manaakitanga.

B3: The Targets:

1. To identify and affirm practices, within the Secondary school, which strongly align to a Christ-centred culture.
2. To adapt and/or modify current practices so that they more strongly reflect a Biblical, cultural context.
3. To create a shared understanding around what a Christ culture looks like in the BC environment.

PART C: Development Requirements:

Identify key development tasks, who is to do the work and estimate the time needed for each team member to complete the tasks they are involved in and any costs.

Actions to achieve targets	Team Members	Budget	Timeframe
1. (a) To review the school rules and investigate whether they align Biblically. (b) To explain the reasons why the rules exist. (c) Communicate staff and student expectations around the rules, guidelines and principles.	SLT. Hannelie to Lead this		All year. Focus part a and b in Term 1. Part c focus term 2
2. (a) To deliver professional development about “best practice” research of what a great school culture looks like. (b) To identify the strengths and weaknesses of the BC culture to celebrate strengths and address weaknesses.	SLT, lead by Steve. Supported by 2 within school staff members.		(a) All year (b) By the end of term 2
3. To develop a document which outlines staff expectations with respect to their professional responsibilities.	SLT and Tom		By end of term 2
4. For SLT to visit classrooms in order to discern the current culture.	SLT		All year

<p>PART D:</p> <p>What strategic outcomes (Destination Statements) does this initiative impact</p> <p>Head – To give an intellectual understanding of why we carry out certain practices. To outwork the characteristics of being wise. Heart – To be Christ like and demonstrating the characteristics of Christ in community. Hands – To lead the secondary school in a purposeful manner which develops a Christ centred culture Habits – to develop good habits which reflect Biblical values in our everyday walk.</p>	<p>How will we know?</p> <ul style="list-style-type: none"> • By looking at attendance data • By looking at pastoral records. We would be looking at how the incidents are dealt with and whether they cause students to learn through mistakes. Also to investigate records which indicate positive events. • By collecting evidence from staff and student surveys
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PART A:

Team Leader: Wayne Fraser

Description: To provide guidance and resourcing to staff in order for them to integrate faith into teaching practice and oversee the development of a Bible engagement initiative.

Date: 1 February 2019
Number: 1

Version

PART B: Baseline data, drivers and targets

B1: What is the starting point in terms of solid information known, specific achievement data or observations?

B2: What is driving this?

B3: What specific targets are being set?

B1: Baseline information/data:

Biblical Foundations survey describes student behaviours Spiritual disciplines, and worldview.

Implementation of Professional Development sessions and sequential content.

B2: The drivers:

To ensure the mission of the college is active in the area of being Christ-centred and biblically-based through intentional evaluation, support, and specific programmes.

B3: The Targets:

1. Ensure there is relevant content in Christian Education PD sessions to enable teachers to be and think authentically as followers of Jesus, specifically what it means to be Christ-centred and biblically based.
2. Work with Heads of Departments and Pastoral Deans to identify opportunities to interface with staff individually and in groups, about integrating faith into practice.
3. Oversee the Biblical Foundations initiative in years 10-13 and evaluate its effectiveness, provide resourcing, and implement changes as needed.
4. Work with the Junior Secondary leaders to evaluate the Christian Education programme in place and develop ideas for changes that contemplate the senior secondary programme.
5. Assist the Primary Leadership Team to develop a coherent scheme of Christian content for years 1-6 in line with their chosen themes.
6. Contribute to the understanding and practice of 'Service-Learning' through local and overseas mission activities.

PART C: Development Requirements:

Identify key development tasks, who is to do the work and estimate the time needed for each team member to complete the tasks they are involved in and any costs.

Actions to achieve targets	Team Members	Budget	Timeframe
1. Introduce and implement the 'Transformation by Design' template as a better method of achieving a biblical worldview in course design.	Steve together with academic leaders of Junior and Senior Secondary schools.		All year
2. Plan sequential content for Christian Education PD and Biblical Foundations sessions.	Heads of Primary and Secondary schools and AHoS (Academic).		All year

3. Schedule HOD and Pastoral Deans meetings into work programme and initiate observations of classroom teaching and activity.	AHoS (Pastoral) and HOD's.		All year
4. Review Biblical Foundations initiative after first cycle and make necessary changes, have intentional conversations with each teacher to gauge resourcing required, and their personal development through the teaching.	Head of secondary and Biblical Foundations teachers. Repeat survey to provide data on effectiveness.		Term 1 Term 3
5. Active input into Primary staff PD sessions addressing their term and annual themes.	Head of Primary and team leaders.		All year
6. Continue to understand what is meant by Service-Learning and how it applies to Christian Education in the classroom, local opportunities to serve, and mission trip planning.	Christian studies teachers, Heads of schools.		Term 1 & 2

<p>PART D:</p> <p>What strategic outcomes (Destination Statements) does this initiative impact</p>	<p>How will we know?</p>
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PART A:

Team Leader: Hayley George, Sue Baker

Description: This year we are focusing on the development of teaching as inquiry, and Cultural Relationships for Responsive Pedagogies. These pedagogies are vital to addressing the achievement challenges of the Kahui Ako.

Date: 1 February 2019

Version Number: 1

PART B: Baseline data, drivers and targets

B1: What is the starting point in terms of solid information known, specific achievement data or observations?
B2: What is driving this? B3: What specific targets are being set?

B1: Baseline information/data:

As Referenced in the Achievement Challenge and High Level Plan 2018-2020, data has been collected and analysed across our schools by the Kāhui Ako Stewardship Lead team. We are collecting data via a survey, around current practice in terms of Inquiry. We are currently visiting schools, including meeting with SLT at BCC and BCP, to strategise how to help with PLD.

B2: The drivers

The conclusions drawn by the Stewardship Lead team and MOE requirements for Achievement Challenges.

B3: The Targets:

1. That we, the Kāhui Ako, fully understand the needs of the College in terms of PLD.
2. That all teachers have begun to work with Teaching as Inquiry and are resourced to do so effectively.
3. That all staff have moved forward in their understanding of why CRRP is imperative.

PART C: Development Requirements:

1. Identify key development tasks, who is to do the work and estimate the time needed for each team member to complete the tasks they are involved in and any costs.

Actions to achieve targets	Team Members	Budget	Timeframe
1. Work with SLT/PLT/ELT to develop a PLD programme that embeds Teaching as Inquiry across the staff. <ul style="list-style-type: none"> • Whole school PLD sessions – training • Helping Dept/Teams develop inquiries with visiting/mentoring • Helping equip WST's that they might also support staff in inquiry 	SLT/PLT/ELT/BKS/GEH	COL/My require some external PLD for staff on PLD Budget	Ongoing through 2019
	SLT/PLT/ELT/BKS/GEH	COL applying for Ministry hours for PP	Ongoing

PART A:

Team Leader: Eoin Crosbie

Description: The College campus at Tauranga is undergoing an upgrade in BC Primary and a reconfiguration/footprint extension in BC Secondary.

Date: 1 February 2019

Version Number: 1

PART B: Baseline data, drivers and targets

B1: Baseline information/data:

1. BCP have a renovated A Block, the first in a series of upgrades from traditional learning cells to flexible spaces. B Block is about to start and then the next stages are planned following a review of how the spaces are working.
2. BCS has absorbed two extra Y9 classes and an increase in International Student numbers. A new building is required to absorb further capacity and to initiate upgrades in all learning spaces notwithstanding another gym, hockey turf upgrade and an inadequate reception area.
3. The College has not used visual graphics to any large extent to explain its history or promote its strategic purpose.

B2: The drivers:

1. BCP: We seek to provide flexible learning spaces for all students and staff over time, with an upgrade programme that minimizes disruption for student learning. Staff are being trained in how to work in collaborative learning spaces. Pedagogy is changing and this learning space upgrade should support this professional learning. A Block has proven very popular with staff, students and parents.
2. BCS: The Y7/8 classes could be upgraded into flexible pods with minimum cost, using R Block. The rest of the teaching spaces require renovation and re-clustering, depending on a new technology block or equivalent, being built. A paper was circulated last year for discussion and comment. The CET has to decide what size campus it is catering for and begin building this year so as to house the roll for 2020.
3. Having works of art and graphics around the campus is a powerful way to embed and promote The Way.

B3: The Targets:

1. To complete B Block before the end of term 2, if at all possible.
2. To complete a review of A Block and B Block in terms of teaching and learning.... How are they serving this purpose? Learnings?
3. To decide which BCP block will be upgraded next and begin this work at the beginning of 2020, doing all preparatory planning work in 2019, if possible.
4. To decide what capacity in BCS we are catering for over the next five years
5. To adopt an overall development plan and begin stage 1 this year so that capacity is increased for/during 2020
6. To upgrade at least 4 pairs of BCJS classrooms in terms 3 and 4, 2019 – using the BCP prefabs as temporary teaching spaces.
7. To install a graphic of the BCP Learner on A Block and develop similar graphics for the BCJS and BCSS learning
8. To install some graphics of the 4Hs along The Way
9. To upgrade the Hockey Turf so that it is usable and safe
10. To have a new Gym in place by the beginning of 2021
11. To address the reception area as part of the overall upgrade plans.

PART C: Development Requirements:

Identify key development tasks, who is to do the work and estimate the time needed for each team member to complete the tasks they are involved in and any costs.

Actions to achieve targets	Team Members	Budget	Timeframe
1. Conduct a review of A Block staff, children and parents during term 3 and of B Block at the close of 2019..	Eoin and Marcus		Term 2 for A Block Term 4 for B Block
2. Ask BCP Team Leaders/staff what block should be upgraded after B block and how? Establish a sequence of upgrades and a timeline, being cognisant of how best to use the prefabs and how best to minimise disruption to staff and children learning.	Eoin to drive this with Marcus and the PLT.		Terms 2 and 3, 2019
3. To get clarification from CET/BCL/BOT regarding the rolls of BCS over 2020-2024 and plan accordingly. This is urgent as it becomes the catalyst for everything that follows.	Tim, Don, CET		Term 1, 2019
4. A revised plan for BCS will be shared with Peter, Tim and Don. The CET Property group will have a walkthrough BCS following their webinar with APIS/MOE on learning environments	Eoin		Week 4/5 Term 1
5. R Block classes will be identified for upgrades during 2019. Design discussions will take place.	Eoin, Don, Maddy, Mike, TL Y7,8		Later Term 1
6. The 'new build' will be identified and planned, thus confirming the sequence of upgrades with timelines. This is stage 1. Concept drawings created.	Eoin, Don, Tim, CET Property Committee		Term 1, 2019
7. The concept drawings will be turned into working drawings with and permissions/permits sought accordingly.	Eoin, Don, Tim, CET Property Committee		Term 2,3 2019
8. The backfill of the new build will be identified and planned. i.e. who will occupy the vacated classrooms and what are the design requirements? This is stage 2.	Eoin, Don, Tim, CET Property Committee		Term 2,3 2019
9. A master plan of the upgrade to BCS is adopted which addresses reception, a second gym and other supplementary issues.	Eoin, Don, Tim, CET Property Committee		Term 1,2,3 2019

10. Having determined learning profiles for BCJS, BCSS graahics will be approved and erected.			As concepts are finalised
11. The Hockey Turf is upgraded	CET Property Group, Don, Hockey Club		

<p>PART D:</p> <p>What strategic outcomes (4Hs) does this initiative impact</p> <ul style="list-style-type: none"> • The Head: To be redemptive: To be courageous, to seek solutions, to transform, to be a change maker for good. • The Hands: To lead even when it means being vulnerable. 	<p>How will we know?</p> <ol style="list-style-type: none"> 1. Taking these steps in faith exhibits in a very practical way, these attributes of using one's mind – corporately or individually. 2. The CET/BCL serve the students/whanau in a very practical way by providing good quality facilities.
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APPENDIX 2

Bethlehem College Curriculum

Vision

To be a Christian learning community of excellence where lives are transformed.

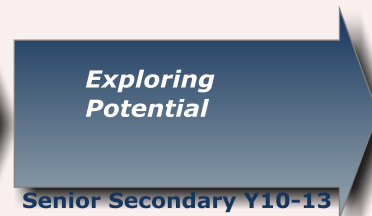
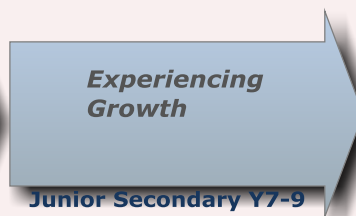
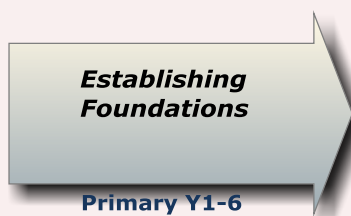
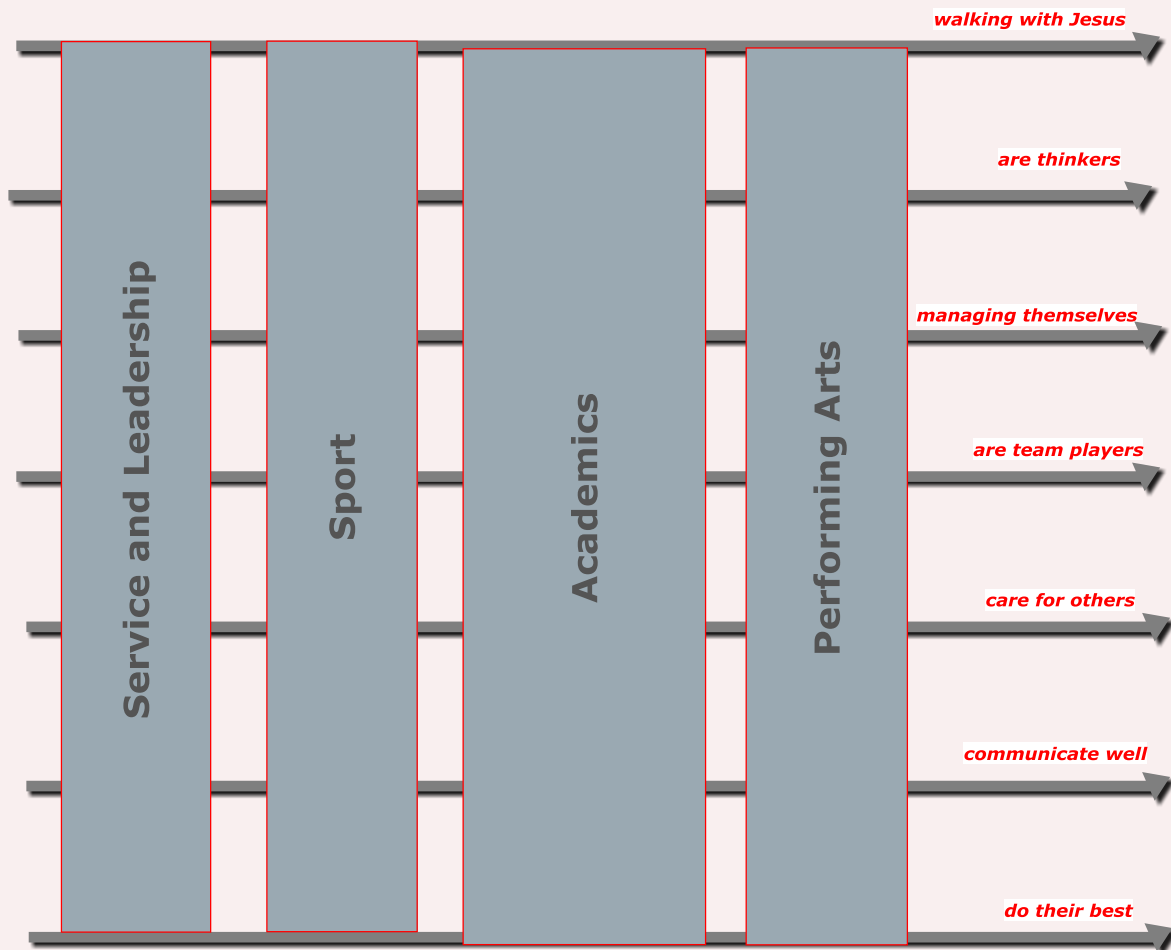


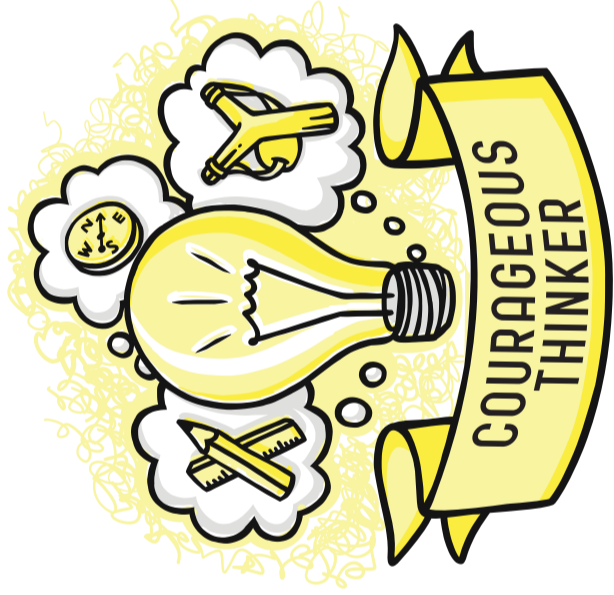
Mission

To provide Biblically-based, Christ-centred education, equipping students for effective service and leadership.

Principles

Biblical Truth, Committed to God and others, Godly purposefulness, Partnership, Participation

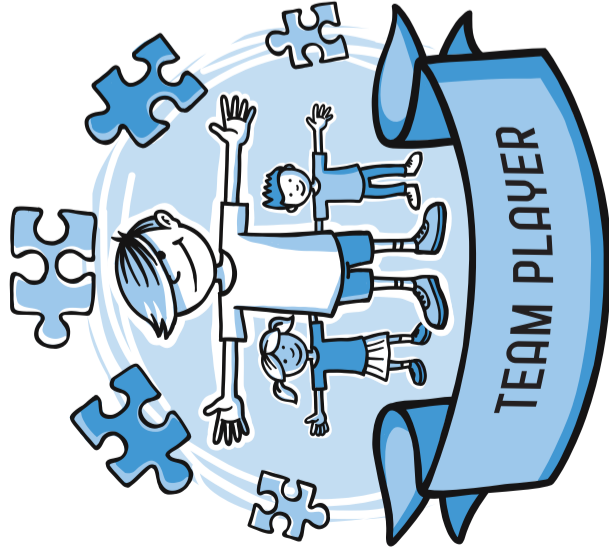




I dream, imagine, explore, design and build. I marvel at God's creation. I take risks in my learning and seek to discover God's truth in what I learn about.



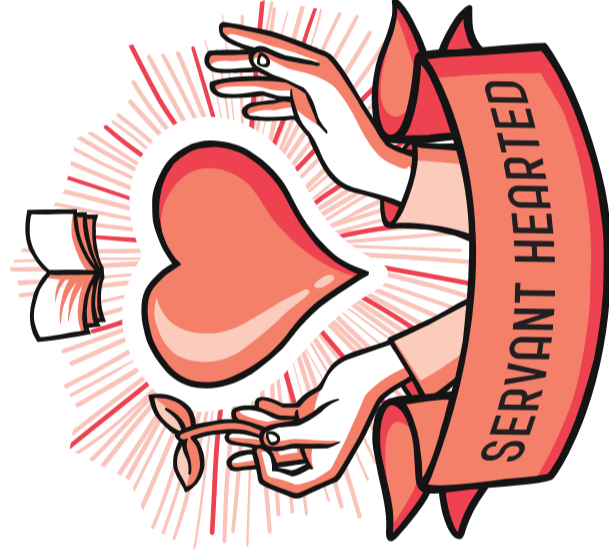
Courageous Thinker



I know where I fit in the world and understand that I have been uniquely and creatively designed to partner with others to serve God's purpose.



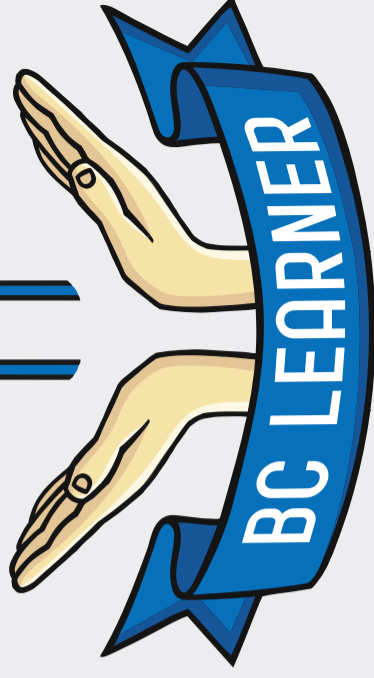
Team Player



I develop and use my God given gifts to serve and grow others.



Servant Hearted



PRIMARY

I understand that I can have a personal relationship with Christ. He is able to speak into my life and I am able to trust him at all times.

APPENDIX 4



STATEMENT OF BELIEF

I BELIEVE IN:

1. The Unity of the Father, the Son and the Holy Spirit in the Godhead.
2. The Sovereignty of God in creation, revelation, redemption and final judgement.
3. The divine inspiration and trustworthiness of Holy Scripture, as originally given, and its supreme authority in all matters of faith, practice and conduct.
4. The universal sinfulness and guilt of human nature since the fall, rendering man subject to God's judgement and condemnation.
5. Redemption from the guilt, penalty, pollution and the power of sin only through the sacrificial death of the Lord Jesus Christ, the incarnate Son of God.
6. The working of the Holy Spirit in the individual's life to bring about justification and reconciliation to God by repentance and faith in Christ alone.
7. The Deity and Humanity of Jesus Christ; His bodily resurrection from the dead; His ascension; His mediatorial work and His personal return in power and glory.
8. The indwelling and sanctifying work of the Holy Spirit in the believer, developing each individual in their personal ministry to the Lord.
9. The One, Holy, Universal Church, which is the Body of Christ, to which all true believers belong and in which they are united through the Holy Spirit; and the importance of each local church in the life of the individual.
10. The bodily resurrection of the dead and life everlasting.
11. Christ's Commission as expressed in Matthew 28: 18-20.
12. God not having cast away His people, and acknowledge the continued election of the people of Israel, and their return to the land of the fathers as evidence of God's faithfulness, according to Genesis 13:13-17; Leviticus 26:44, 45. And that the Gospel is "to the Jew first and also to the Gentiles" - Roman 1:16. And further that Gentile believers are to conduct themselves according to Paul's teaching in Romans 11.

Name: _____

Position: _____

Signed : _____

Date: _____

APPENDIX 5



STATEMENT OF SPECIAL CHARACTER

1 CONTEXT

- 1.1 The Christian Education Trust founded Bethlehem College in 1988 for parents seeking an evangelical, non-denominational, Bible-based, Christ-centred education for their children. To this end, it has required all staff and the curriculum of the school, to honour the Statement of Belief as set out in its Trust Deed and annexed hereto.
- 1.2 The Christian Education Trust's goal is for quality Christian education from the "cradle to eternity". To date, therefore, the Christian Education Trust has developed an organisation incorporating early childhood centres, a combined primary and secondary school, an English language school and tertiary training to degree level in teaching and counselling.
- 1.3 The Christian Education Trust has established Bethlehem College Limited as Proprietor (as defined in the Private Schools' Conditional Integration Act) to oversee, audit and supervise the maintenance of the Special Character in the school for the age groups from Year 0 to Year 13.
- 1.4 All staff of other entities operated by the Christian Education Trust, are also required to support the Statement of Belief. The supervision of the special character of these entities is monitored by the General Manager of the Trust, on behalf of the Trust.

2 SPECIAL CHARACTER OF CAMPUS

- 2.1 The campus and facilities are shared co-operatively between the school and other entities operated by the Christian Education Trust to assist in the development of seamless Christian education. This includes providing Bethlehem Tertiary Institute the right of involvement in the early childhood centres and school to prepare Christian educators and counsellors and to actively and critically engage in research associated with Christian education and family life.

3 SPECIAL CHARACTER OF CURRICULUM – Bethlehem College

- 3.1 The curriculum, resources and teaching personnel are always to honour the Statement of Belief.
- 3.2 In honouring the Statement of Belief, the Christian worldview which the school presents helps each student to recognise that:
 - a. God is the author of all creation and that all creation is subordinate to the Will of God as expressed in the scriptures;
 - b. All truth finds its meaning and centre in God;
 - c. God gives purpose and hope to individuals, and to all creation by virtue of the redemptive work of Jesus Christ;

APPENDIX 5

d. It is the redemptive work of Jesus Christ, communicated by the Holy Spirit and operating in the human individual that gives substance to intellectual, physical, spiritual, ethical, emotional, social, and aesthetic development of the student.

- 3.3 Students are encouraged to evaluate critically all experience and viewpoints in the light of such a Christian worldview.
- 3.4 The School outworks the Christian worldview through encouraging students to a personal Christian way of life, based on Biblical answers to contemporary challenges. Through the policies and practices of the School and its staff, Biblical attitudes such as love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control are taught and modeled.
- 3.5 The Christian worldview requires a curriculum that includes opportunities to share the Christian faith, ideals and activities, locally, nationally, and internationally.
- 3.6 The school is a caring, learning community with an environment that is openly Christian. All fields of study and endeavour are permeated with a Biblical perspective. Although the Christian worldview is paramount, students also learn to understand and respect those of differing faiths and creeds as well as those of different abilities, races, and backgrounds.
- 3.7 The school believes that each child has been created in the image of God and as such is the object of God's redemptive work through Christ. This gives hope that students will be able to fulfill God's purpose and plan for their lives. The school desires to see students:
- a. Aspire to excellence in every endeavour, and in particularly in their areas of giftedness.
 - b. Develop a commitment to :
 - God – responding to the Holy Spirit.
 - Others – seeking to serve their fellow man with Christ-like humility.
 - Creation –acting as responsible stewards of their environment.

4 PROTECTION OF SPECIAL CHARACTER

- 4.1 The Proprietor reserves the right to determine from time to time the interpretation of "Special Character" and the safeguards necessary to establish, preserve and maintain it and to audit periodically the implementation of the Special Character within the school.

5 IMPLEMENTATION OF SPECIAL CHARACTER

- 5.1 The Bethlehem College Board of Trustees, principals and staff are responsible for implementing the Special Character throughout the school. Because the Christian worldview encompasses and permeates all aspects of school life, it is expected that all staff and members of the Board of Trustees will demonstrate a commitment to the Statement of Belief and to the school's Special Character.
- 5.2 All Bethlehem College students and their families are expected to demonstrate a commitment to the School's Special Character.
- 5.3 All staff employed by other operating entities owned by the Christian Education Trust (including support staff), are required to demonstrate a commitment to the Special Character, and the Statement of Belief.

APPENDIX 6

Leadership Structure Bethlehem College 2019





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